



What are the four broad areas of Special needs that we may deal with at Oundle CE primary School?

Contents:

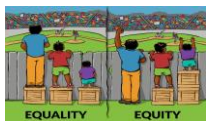
1. Policies for identifying SEN
2. Arrangements for consulting parents
3. Arrangements for consulting young people
4. Arrangements for assessing pupils
5. Arrangements for transition
6. Approach to teaching SEN pupils
7. Adaptations to curriculum
8. Additional support available
9. Expertise and training
10. Equipment and facilities
11. Effectiveness of provision
12. Inclusion
13. Pastoral support
14. How the school involves other bodies
15. Arrangements for handling complaints
16. Contact details of support services
17. Named contacts in school
18. School's contribution to the local offer

Cognition and Learning
e.g. dyslexia

Communication and Interaction
e.g. ASD, Speech and Language difficulties

Social, Emotional and Mental Health
e.g. ADHD, Attachment, Anxiety

Sensory and/or physical needs
e.g. visual or hearing impairment, physical difficulties



Our vision: 'To Be the Best You Can be'

'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'

Matthew 5:16



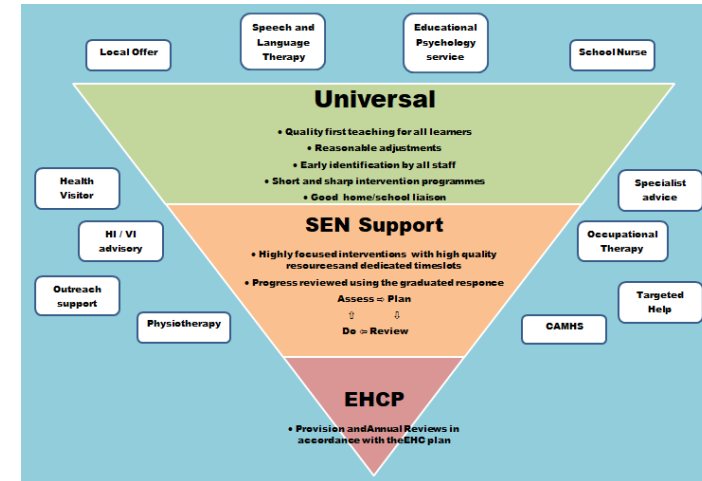


1. Policies for Identifying SEN

The SEND Code of practice 2015 states that a child has SEND if:

- They have a learning difficulty or disability which calls for special educational provision to be made
- If they have significantly greater difficulty in learning than the majority of others the same age.
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

We aim to follow the Graduated response at Oundle Primary School which has three main parts:

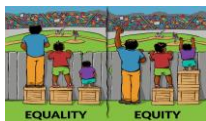


Wave 1 Universal is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 SEN SUPPORT outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs. We follow the Assess, Plan, do, review model for those children on Wave 2 accelerate progress. **Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.**

Wave 3 EHCP is targeted provision for a very small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or have complex needs with multi agency support.

Please contact Mrs Glover our SENCO if you have any concerns on: Senco@oundle.pdet.org.uk



Our vision: 'To Be the Best You Can be'

'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'

Matthew 5:16

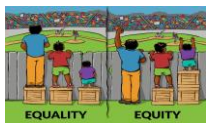




2. Arrangements for informing parents

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.



[Our vision: 'To Be the Best You Can be'](#)

['Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'](#)

[Matthew 5:16](#)





3. Arrangements for consulting young people



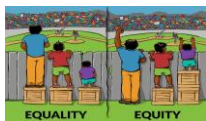
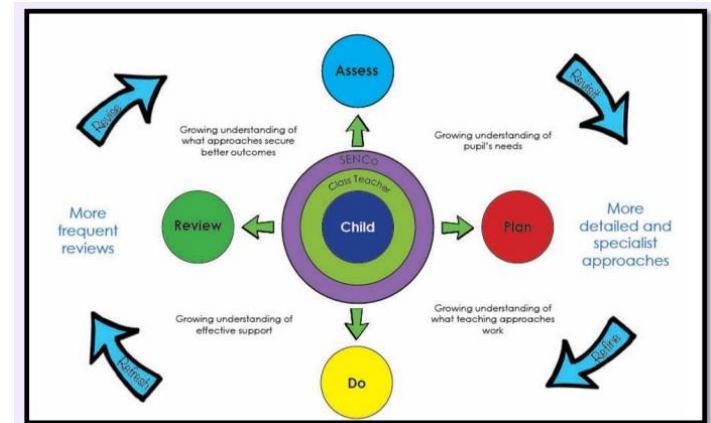
We encourage the children to state their views about their education and learning to

- identify their own needs and learn about learning
- share their views for pupil on a page
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

4. Arrangements for assessing pupils

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- Staff and pupils will follow the Assess, Plan, do, review cycle to monitor the impact of targets.
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.



Our vision: 'To Be the Best You Can be'

'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'

Matthew 5:16





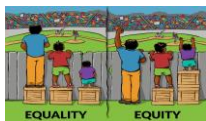
5. Arrangements for Transition

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the SENCo.
- A transition timeline will be produced, with specific responsibilities identified.
 - Transition booklets are provided for children so they can have photos of the new classrooms, staff and any other useful information to prepare them
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.



- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.



[Our vision: 'To Be the Best You Can be'](#)

['Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'](#)

[Matthew 5:16](#)





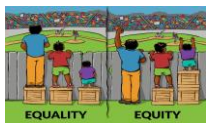
6. Approach to teaching SEN pupils:

Teachers are responsible and accountable for the progress and development of all the pupils in their class through high quality teaching.

Quality First Teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We make the following adaptations to ensure all pupils' needs are met: • Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • Adapting our resources and staffing • Using recommended aids, such as laptops/IPads (including Apps as appropriate), coloured overlays, coloured paper, visual timetables in all classrooms, larger font, etc. • Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We will also provide the following interventions:

- Toe by Toe Spelling
- Pre teaching
- SHINE Reading comprehension
- Paired reading
- Same day interventions with teaching assistant or class teacher
- Precision teaching – for spelling, reading and times tables
- Phonics – keep up and catch up interventions through Little wandle
- Memory Skills
- Lego Therapy
- Sensory circuits Neli language intervention Nessy reading and spelling Maths key skills intervention



[Our vision: 'To Be the Best You Can be'](#)

['Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'](#)

[Matthew 5:16](#)





7. Additional support available

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

Our school will comply with all local arrangements and procedures when applying for

- Early help funding
- An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

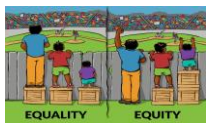
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

8. Expertise and training

The school commits to a programme of training for both teachers and teaching assistants. A staff meeting, at least every whole term, is dedicated to provide training for all staff. The teaching assistants are invited to attend relevant training and also have their own dedicated training session with the SENCo every whole term. Our Special Educational Needs Coordinator has the statutory award for leading SEND provision. The SENCO will regularly attend local network meetings

-All staff will be trained in how to best support all vulnerable learners as part of the school development plan and annual schedule of continuous professional development.

-Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from a range of external agencies



Our vision: 'To Be the Best You Can be'

'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'

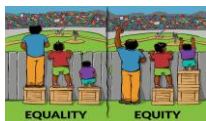
Matthew 5:16





9. Here is a list of current training staff at OPS have undertaken:

- Early intervention for speech and language
- Drawing and Talking
- 'Volcano in my tummy'
- Mental health First Aid
- Precision Teaching
- Working memory
- Lego therapy
- Dyslexia
- Sensory Circuits
- Team Teach
- NASENCO Award
- Safeguarding
- Phonics – little Wandle
- HLTA
- ASD
- Neli language intervention
- Dealing with distressed pupils
- Medical – first aid, epipen, anaphylaxis
- Early help assessment
- Type 1 diabetes.
- 10. Equipment and facilities



Our vision: 'To Be the Best You Can be'

'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'

Matthew 5:16





SEN Information Report Oundle CE Primary 2022-23

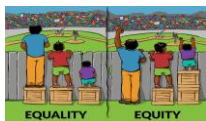


When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school's notional SEND budget will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

11. Effectiveness of Provision:

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENCO
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- attendance records and liaison with Education Entitlement Service.
- regular meetings about pupils' progress between the SENCO and the head teacher
- head teacher's report to parents and governors



Our vision: 'To Be the Best You Can be'

'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'

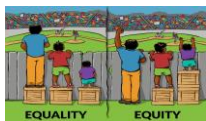
Matthew 5:16





12. Inclusion!

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.



Our vision: 'To Be the Best You Can be'

'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'

Matthew 5:16





13. Pastoral support:

Provisions in Place:-

- 2 Learning Mentors/ family support workers
- Educational Psychologist
- STOP acronym for bullying.... 'several times on purpose/ start telling other people'.
- practitioners for social and emotional interventions.
- Zones of regulation

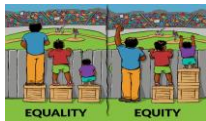
14. Involving other bodies:

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies including :

- CAF team
- CAMHS
- Educational Psychology Service
 - IASS
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
 - EIP
- Early Years SEN support service
- Multi-agency safeguarding hub

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school.

For pupils with Education, Health and Care Plans, we comply



Our vision: 'To Be the Best You Can be'

'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'

Matthew 5:16

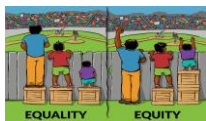




15. Complaints:

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with using our published Complaints Policy; in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the rare case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

17. Named contacts within the school for when young people or parents have concerns	Headteacher – Mrs Jo Griffin SENCO – Mrs Amanda Glover Learning Support Mentor – Mrs Hawes and Mrs Hipwell
19. The school's contribution to the local offer and where the LA's local offer is published	https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer



Our vision: 'To Be the Best You Can be'

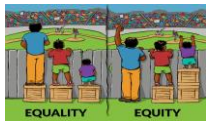
'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'

Matthew 5:16





SEN Information Report Oundle CE Primary 2022-23



Our vision: 'To Be the Best You Can be'

'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'

Matthew 5:16

